

About The New England Common Assessment Program

This report highlights results from the Fall 2012 Beginning of Grade New England Common Assessment Program (NECAP) tests. The NECAP tests are administered to students in Maine, New Hampshire, Rhode Island, and Vermont as part of each state's statewide assessment program. NECAP test results are used primarily for school improvement and accountability.



Achievement level results are used in the state accountability system required under No Child Left Behind (NCLB). More detailed school and district results are used by schools to help improve curriculum and instruction. Individual student results are used to support information gathered through classroom instruction and assessments.

NECAP tests in reading and mathematics are administered to students in grades 3 through 8 and writing tests are administered to students in grades 5 and 8. The NECAP tests are designed to measure student performance on grade level expectations (GLE) developed and adopted by the four states. Specifically, the tests are designed to measure the content and skills that students are expected to have as they begin the school year in their current grade — in other words, the content and skills that students have learned through the end of the previous grade.

Each test contains a mix of multiple-choice and constructed-response questions. Constructed-response questions require students to develop their own answers to

questions. On the mathematics test, students may be required to provide the correct answer to a computation or word problem, draw or interpret a chart or graph, or explain how they solved a problem. On the reading test, students may be required to make a list or write a few paragraphs to answer a question related to a literary or informational passage. On the writing test, students are required to provide a single extended response of 1-3 pages and three shorter responses to questions measuring different types of writing.

This report contains a variety of school- and/or district-, and state-level assessment results for the NECAP tests administered at a grade level. Achievement level distributions and mean scaled scores are provided for all students tested as well as for subgroups of students classified by demographics or program participation. The report also contains comparative information on school and district performance on subtopics within each content area tested.

In addition to this report of grade level results, schools and districts will also receive Summary Reports, Item Analysis Reports, Released Item support materials, and student-level data files containing NECAP results. Together, these reports and data constitute a rich source of information to support local decisions in curriculum, instruction, assessment, and professional development. Over time, this information can also strengthen schools' and districts' evaluation of their ongoing improvement efforts.



Fall 2012 Beginning of Grade 3 NECAP Tests

Grade 3 Students in 2012-2013

School Results

School: Howard C Reiche Community Sch

District: Portland Public Schools

Code: 1134-1358



Fall 2012 - Beginning of Grade 3 NECAP Tests

Grade 3 Students in 2012-2013

Grade Level Summary Report

School: Howard C Reiche Community Sch
 District: Portland Public Schools
 State: Maine
 Code: 1134-1358

PARTICIPATION in NECAP	Number									Percentage								
	School			District			State			School			District			State		
Students enrolled on or after October 1	58			557			13,593			100			100			100		
	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing
Students tested	54	57		529	539		13,230	13,255		93	98		95	97		97	98	
With an approved accommodation	34	37		147	155		2,554	2,640		63	65		28	29		19	20	
Current LEP Students	23	26		152	161		434	451		43	46		29	30		3	3	
With an approved accommodation	17	20		71	79		189	206		74	77		47	49		44	46	
IEP Students	6	6		70	70		1,951	1,958		11	11		13	13		15	15	
With an approved accommodation	6	6		60	60		1,430	1,452		100	100		86	86		73	74	
Students not tested in NECAP	4	1		28	18		363	338		7	2		5	3		3	2	
State Approved	3	0		15	10		214	204		75	0		54	56		59	60	
Alternate Assessment	0	0		10	10		188	184		0			67	100		88	90	
First Year LEP	3	0		5	0		6	0		100			33	0		3	0	
Withdrew After October 1	0	0		0	0		0	0		0			0	0		0	0	
Enrolled After October 1	0	0		0	0		0	0		0			0	0		0	0	
Special Consideration	0	0		0	0		20	20		0			0	0		9	10	
Other	1	1		13	8		149	134		25	100		46	44		41	40	

NECAP RESULTS

	School												District						State						
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	%	N	%	N	%	N	%	N		%	%	%	%	N		%	%	%	%		
READING	58	3	1	54	2	4	19	35	11	20	22	41	335	529	14	46	20	20	343	13,230	12	56	20	12	345
MATH	58	0	1	57	2	4	15	26	14	25	26	46	335	539	13	36	25	27	340	13,255	15	47	23	15	343
WRITING																									

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Throughout this report, percentages may not total 100 since each percentage is rounded to the nearest whole number.

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.



Fall 2012 - Beginning of Grade 3 NECAP Tests

Grade 3 Students in 2012-2013

Reading Results

School: Howard C Reiche Community Sch
District: Portland Public Schools
State: Maine
Code: 1134-1358

Proficient with Distinction (Level 4)

Student's performance demonstrates an ability to read and comprehend grade-appropriate text. Student is able to analyze and interpret literary and informational text. Student offers insightful observations/assertions that are well supported by references to the text. Student uses range of vocabulary strategies and breadth of vocabulary knowledge to read and comprehend a wide variety of texts.

(Scaled Score 357–380)

Proficient (Level 3)

Student's performance demonstrates an ability to read and comprehend grade-appropriate text. Student is able to analyze and interpret literary and informational text. Student makes and supports relevant assertions by referencing text. Student uses vocabulary strategies and breadth of vocabulary knowledge to read and comprehend text.

(Scaled Score 340–356)

Partially Proficient (Level 2)

Student's performance demonstrates an inconsistent ability to read and comprehend grade-appropriate text. Student attempts to analyze and interpret literary and informational text. Student may make and/or support assertions by referencing text. Student's vocabulary knowledge and use of strategies may be limited and may impact the ability to read and comprehend text.

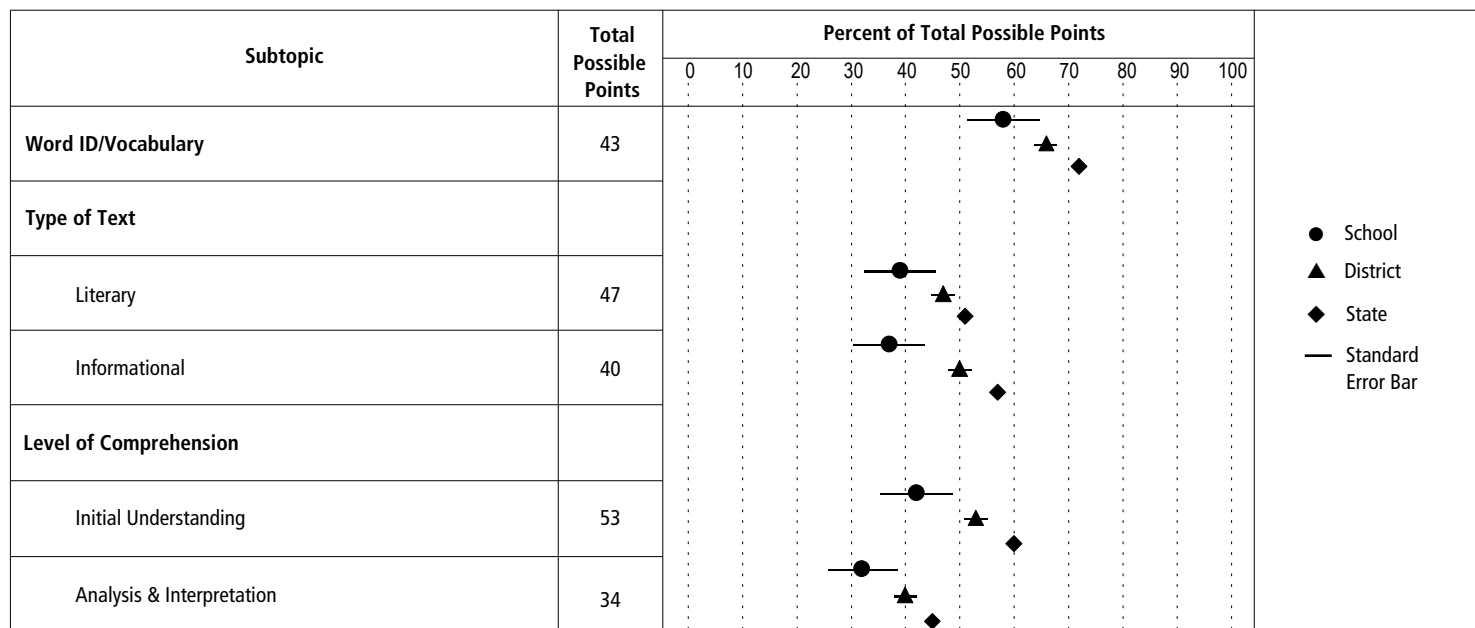
(Scaled Score 331–339)

Substantially Below Proficient (Level 1)

Student's performance demonstrates minimal ability to derive/construct meaning from grade-appropriate text. Student may be able to recognize story elements and text features. Student's limited vocabulary knowledge and use of strategies impacts the ability to read and comprehend text.

(Scaled Score 300–330)

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
School													
2010-11	43	7	0	36	7	19	23	64	3	8	3	8	349
2011-12	52	3	0	49	12	24	17	35	10	20	10	20	343
2012-13	58	3	1	54	2	4	19	35	11	20	22	41	335
Cumulative Total	153	13	1	139	21	15	59	42	24	17	35	25	341
District													
2010-11	516	32	1	483	53	11	247	51	103	21	80	17	343
2011-12	527	15	4	508	92	18	233	46	93	18	90	18	344
2012-13	557	15	13	529	74	14	241	46	108	20	106	20	343
Cumulative Total	1,600	62	18	1,520	219	14	721	47	304	20	276	18	343
State													
2010-11	13,431	249	114	13,068	1,500	11	7,635	58	2,515	19	1,418	11	345
2011-12	13,341	222	85	13,034	2,375	18	7,036	54	2,299	18	1,324	10	346
2012-13	13,593	214	149	13,230	1,631	12	7,436	56	2,635	20	1,528	12	345
Cumulative Total	40,365	685	348	39,332	5,506	14	22,107	56	7,449	19	4,270	11	345





Fall 2012 - Beginning of Grade 3 NECAP Tests

Grade 3 Students in 2012-2013

Disaggregated Reading Results

School: Howard C Reiche Community Sch
 District: Portland Public Schools
 State: Maine
 Code: 1134-1358

REPORTING CATEGORIES	School												District						State						
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	58	3	1	54	2	4	19	35	11	20	22	41	335	529	14	46	20	20	343	13,230	12	56	20	12	345
Gender																									
Male	29	3	1	25	1	4	9	36	2	8	13	52	334	270	11	43	21	24	341	6,817	10	55	22	14	343
Female	29	0	0	29	1	3	10	34	9	31	9	31	336	259	17	48	19	15	345	6,413	15	58	18	9	347
Not Reported	0	0	0	0										0						0					
Race/Ethnicity																									
Hispanic or Latino	4	1	1	2										29	10	38	28	24	341	239	11	47	26	15	343
Not Hispanic or Latino																									
American Indian or Alaskan Native	0	0	0	0										1						114	4	57	26	13	342
Asian	3	0	0	3										37	0	32	30	38	334	223	19	50	20	12	346
Black or African American	25	2	0	23	0	0	7	30	4	17	12	52	331	126	2	36	27	35	334	445	4	39	28	29	337
Native Hawaiian or Pacific Islander	0	0	0	0										0						18	6	50	28	17	341
White	25	0	0	25	2	8	11	44	5	20	7	28	341	322	20	52	16	12	347	11,991	13	57	19	11	345
Two or more races	1	0	0	1										14	29	29	29	14	348	200	16	52	19	14	345
No Race/Ethnicity Reported	0	0	0	0										0						0					
LEP Status																									
Current LEP student	27	3	1	23	0	0	4	17	5	22	14	61	327	152	1	35	27	37	334	434	4	39	27	30	336
Former LEP student - monitoring year 1	0	0	0	0										0						10	40	30	20	10	353
Former LEP student - monitoring year 2	0	0	0	0										0						6					
All Other Students	31	0	0	31	2	6	15	48	6	19	8	26	341	377	19	50	18	13	347	12,780	13	57	20	11	345
IEP																									
Students with an IEP	7	0	1	6										70	3	26	29	43	332	1,951	2	31	29	38	334
All Other Students	51	3	0	48	2	4	19	40	9	19	18	38	337	459	16	49	19	17	345	11,279	14	61	18	7	347
SES																									
Economically Disadvantaged Students	45	2	1	42	1	2	12	29	9	21	20	48	333	302	4	41	27	27	338	6,810	7	52	24	17	342
All Other Students	13	1	0	12	1	8	7	58	2	17	2	17	343	227	27	52	11	10	350	6,420	18	61	16	6	348
Migrant																									
Migrant Students	0	0	0	0										0						5					
All Other Students	58	3	1	54	2	4	19	35	11	20	22	41	335	529	14	46	20	20	343	13,225	12	56	20	12	345
Title I																									
Students Receiving Title I Services	54	3	0	51	2	4	18	35	10	20	21	41	335	243	12	41	23	23	341	4,261	6	46	29	19	340
All Other Students	4	0	1	3										286	15	49	18	17	344	8,969	15	61	16	8	347
504 Plan																									
Students with a 504 Plan	0	0	0	0										6						265	10	61	19	10	346
All Other Students	58	3	1	54	2	4	19	35	11	20	22	41	335	523	14	45	20	20	343	12,965	12	56	20	12	345

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.



Fall 2012 - Beginning of Grade 3 NECAP Tests

Grade 3 Students in 2012-2013

Mathematics Results

School: Howard C Reiche Community Sch
District: Portland Public Schools
State: Maine
Code: 1134-1358

Proficient with Distinction (Level 4)

Student's problem solving demonstrates logical reasoning with strong explanations that include both words and proper mathematical notation. Student's work exhibits a high level of accuracy, effective use of a variety of strategies, and an understanding of mathematical concepts within and across grade level expectations. Student demonstrates the ability to move from concrete to abstract representations.

(Scaled Score 353–380)

Proficient (Level 3)

Student's problem solving demonstrates logical reasoning with appropriate explanations that include both words and proper mathematical notation. Student uses a variety of strategies that are often systematic. Computational errors do not interfere with communicating understanding. Student demonstrates conceptual understanding of most aspects of the grade level expectations.

(Scaled Score 340–352)

Partially Proficient (Level 2)

Student's problem solving demonstrates logical reasoning and conceptual understanding in some, but not all, aspects of the grade level expectations. Many problems are started correctly, but computational errors may get in the way of completing some aspects of the problem. Student uses some effective strategies. Student's work demonstrates that he or she is generally stronger with concrete than abstract situations.

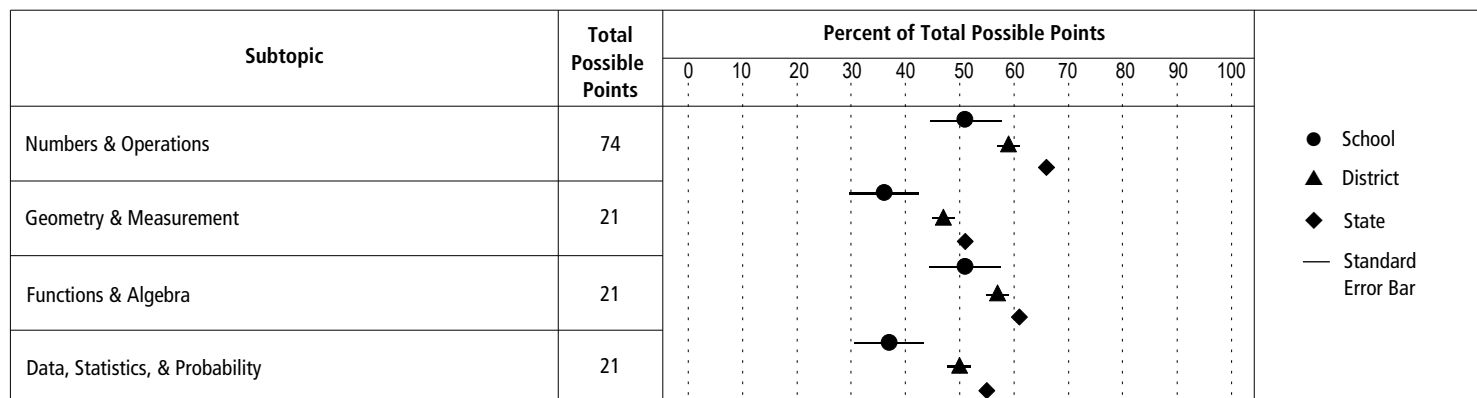
(Scaled Score 332–339)

Substantially Below Proficient (Level 1)

Student's problem solving is often incomplete, lacks logical reasoning and accuracy, and shows little conceptual understanding in most aspects of the grade level expectations. Student is able to start some problems but computational errors and lack of conceptual understanding interfere with solving problems successfully.

(Scaled Score 300–331)

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
School													
2010-11	43	4	1	38	9	24	15	39	9	24	5	13	345
2011-12	52	1	0	51	7	14	21	41	11	22	12	24	341
2012-13	58	0	1	57	2	4	15	26	14	25	26	46	335
Cumulative Total	153	5	2	146	18	12	51	35	34	23	43	29	340
District													
2010-11	516	16	4	496	68	14	195	39	119	24	114	23	340
2011-12	527	10	5	512	90	18	194	38	102	20	126	25	341
2012-13	557	10	8	539	68	13	194	36	133	25	144	27	340
Cumulative Total	1,600	36	17	1,547	226	15	583	38	354	23	384	25	340
State													
2010-11	13,431	190	120	13,121	2,108	16	5,962	45	3,100	24	1,951	15	343
2011-12	13,341	202	78	13,061	2,294	18	6,048	46	2,789	21	1,930	15	343
2012-13	13,593	204	134	13,255	1,988	15	6,183	47	3,038	23	2,046	15	343
Cumulative Total	40,365	596	332	39,437	6,390	16	18,193	46	8,927	23	5,927	15	343





Fall 2012 - Beginning of Grade 3 NECAP Tests

Grade 3 Students in 2012-2013

Disaggregated Mathematics Results

School: Howard C Reiche Community Sch
 District: Portland Public Schools
 State: Maine
 Code: 1134-1358

REPORTING CATEGORIES	School												District						State						
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	58	0	1	57	2	4	15	26	14	25	26	46	335	539	13	36	25	27	340	13,255	15	47	23	15	343
Gender																									
Male	29	0	1	28	1	4	8	29	5	18	14	50	335	278	13	36	24	27	340	6,836	15	48	22	15	343
Female	29	0	0	29	1	3	7	24	9	31	12	41	335	261	12	36	25	27	340	6,419	15	45	24	16	342
Not Reported	0	0	0	0										0						0					
Race/Ethnicity																									
Hispanic or Latino	4	0	1	3										31	6	32	16	45	336	245	13	35	30	22	340
Not Hispanic or Latino																									
American Indian or Alaskan Native	0	0	0	0										1						114	6	42	33	18	340
Asian	3	0	0	3										37	3	22	32	43	333	225	23	41	21	15	344
Black or African American	25	0	0	25	1	4	3	12	9	36	12	48	332	134	1	15	34	49	331	453	6	24	33	37	335
Native Hawaiian or Pacific Islander	0	0	0	0										0						18	0	50	22	28	339
White	25	0	0	25	1	4	11	44	4	16	9	36	339	322	19	46	21	15	344	12,000	15	48	22	14	343
Two or more races	1	0	0	1										14	14	57	21	7	344	200	10	50	23	18	341
No Race/Ethnicity Reported	0	0	0	0										0						0					
LEP Status																									
Current LEP student	27	0	1	26	0	0	2	8	8	31	16	62	330	161	1	15	34	50	331	451	6	24	30	39	335
Former LEP student - monitoring year 1	0	0	0	0										0						10	40	30	20	10	349
Former LEP student - monitoring year 2	0	0	0	0										0						6					
All Other Students	31	0	0	31	2	6	13	42	6	19	10	32	339	378	17	45	21	17	344	12,788	15	47	23	15	343
IEP																									
Students with an IEP	7	0	1	6										70	3	20	30	47	332	1,958	4	29	28	39	335
All Other Students	51	0	0	51	2	4	15	29	14	27	20	39	336	469	14	38	24	24	341	11,297	17	50	22	11	344
SES																									
Economically Disadvantaged Students	45	0	1	44	1	2	9	20	13	30	21	48	334	311	3	30	30	37	335	6,827	8	42	28	22	340
All Other Students	13	0	0	13	1	8	6	46	1	8	5	38	338	228	26	44	17	13	346	6,428	22	52	18	8	346
Migrant																									
Migrant Students	0	0	0	0										0						5					
All Other Students	58	0	1	57	2	4	15	26	14	25	26	46	335	539	13	36	25	27	340	13,250	15	47	23	15	343
Title I																									
Students Receiving Title I Services	54	0	0	54	2	4	14	26	13	24	25	46	335	252	9	31	27	33	338	4,279	7	38	31	25	339
All Other Students	4	0	1	3										287	16	40	23	21	342	8,976	19	51	19	11	345
504 Plan																									
Students with a 504 Plan	0	0	0	0										6						265	14	54	18	14	343
All Other Students	58	0	1	57	2	4	15	26	14	25	26	46	335	533	13	36	25	27	340	12,990	15	47	23	15	343

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.